



The mission of the Kansas Arts Commission is to provide opportunities for the people of Kansas to experience, celebrate and value the arts throughout their lives.

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### Program Planning and Evaluation / Successful Arts-In-Education Strategies

January 13 - 15, 2009

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Program Manager Arts-In-Education

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### Workshop Outline:

1. Program Planning:  
Logic Models  
A Logic Model I can use
2. Evaluations:  
Evaluations and the Logic Model  
Evaluations - "the why"  
Types of Evaluations - "the what"  
Evaluation Tools - "the how"
3. Logic Models, Evaluations and KAC  
Arts-In-Education Grants



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## Program Planning:

*A program plan answers three questions:*



1. *Where are you going?*
2. *How will you get there?*
3. *What will show that you have arrived?*



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## Why formalize planning?

*So that we:*

have an easy way to define the components of what we do  
to have an understanding of what to measure in order to improve  
share a common language with like minded organizations  
maintain a balance between planning, implementation, evaluation & reporting  
provide clear statements about our on-going impact in the community

*and mostly importantly it helps us stay focused on our mission!*



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## Program planning is a way of thinking

*Your plan is like  
a road map.....*



*"We build the road and the road builds us."  
-Sri Lankan saying*



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**To formalize planning we apply reason to strategy.....**

***Logic:***

- The principles of reasoning
- Reasonable
- The relationship of elements to each other and a whole



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**To formalize planning, it helps to have a way to easily visualize our plans.....**

***Model:***

- The small object representing another, often larger object
- Preliminary pattern serving as a plan
- Tentative description of a system or theory that accounts for all its known properties



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***logic + model =***  
**Logic Model:**

*A method of planning that visually represents a program, showing the relationships between investments and results.*



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## Logic models can be applied to:

a small program  
a team working together  
a large, multi-component program  
an entire organization or business



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## Logic models are the standard.....

*for program planning in public and  
private non-profit sectors.*

Cities  
Governments  
Schools  
Community Groups  
Churches  
Non-profit Organizations

*They are used anywhere where the "product" is an activity held with a goal in mind.*



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## Logic models keep your eyes on the prize:

commercial organizations:  
***success = profit***

not-for-profit or governmental organizations:  
***success = the achievement of mission or program goals***

*Plan with the end in mind!*



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**The simplest logic models have four components:**

**Situation:** The context and need that gives rise to a program or initiative; logic models are built in response to an existing situation.

**Inputs:** The resources, contributions, and investments that are made in response to the situation. Inputs lead to Outputs

**Outputs:** Outputs are the:  
1) Activities: the work activities and tasks that produce:  
2) Participation: the programs and events that are delivered to participants.  
Outputs lead to Outcomes.

**Outcomes:** The results and benefits for individuals, groups, agencies, communities and/or systems. The outcomes can be divided in to three categories:  
**short term** - learning: awareness, knowledge, skills, motivations  
**medium term** - action: behavior, practice, decisions policies  
**long term** - consequences: social, economic, environmental etc.



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**The Logic Model**

*The underlying framework behind a logic model is a series of "if-then" relationships that express the process of working towards a goal.*



..... this process is called the program's theory of change.



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**The Logic Model**

*A program's theory of change describes how a set of activities are expected to lead to achieving program's goals.*



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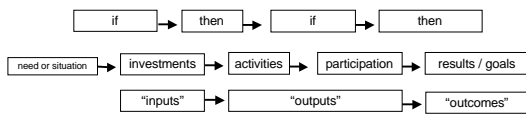
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## The Logic Model

A logic model shows the chain of connections of what the program is to accomplish.




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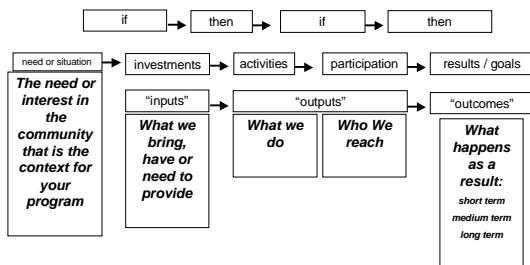
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## The Logic Model

The chain of connections begins with a need and ends with that need being addressed.




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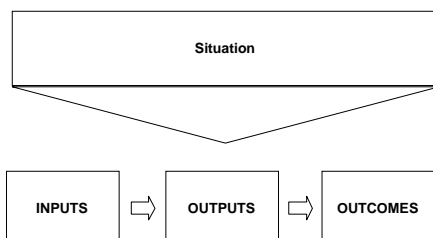
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## What does a logic model look like?




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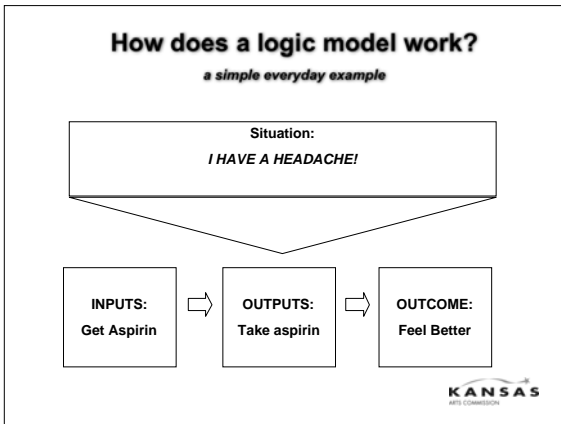
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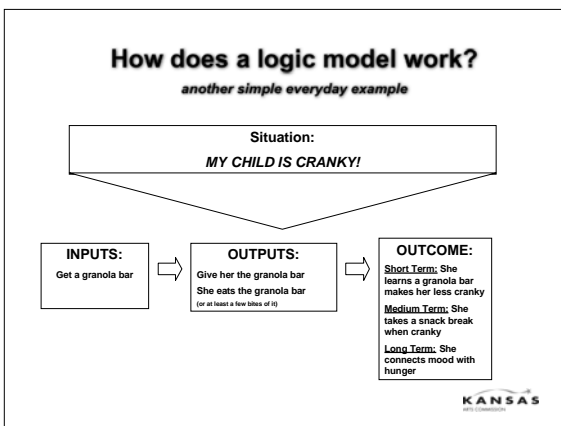
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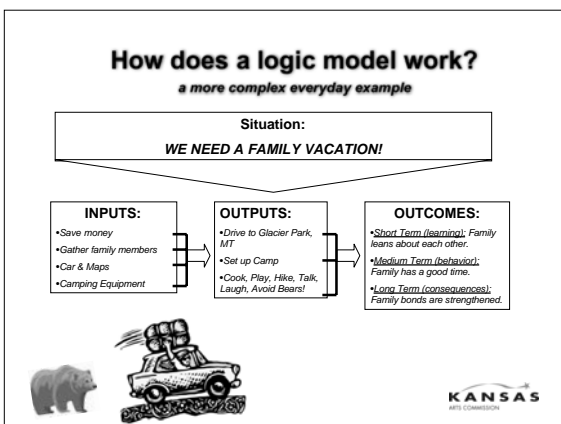
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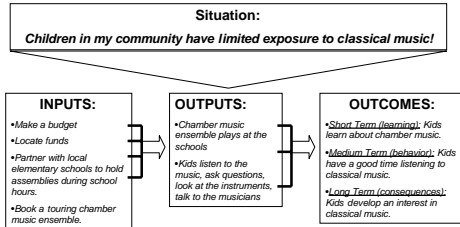
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## How could a logic model work for an arts organization?




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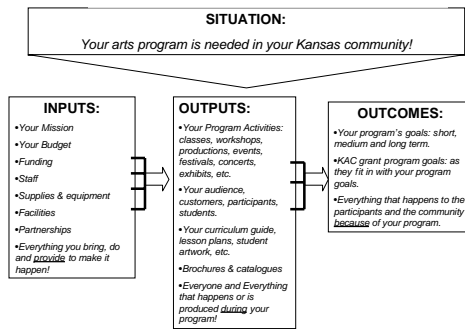
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## How can I use a logic model?




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## Logic Models help you craft your evaluation:

identifies what and when to measure  
keeps the focus on key, important information  
prioritizes where to spend limited evaluation resources

...by providing the details that guide your evaluation process!




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## Evaluations:

*Why should we do it?*

If you can't detect deficiencies, they can't be fixed  
If you can't recognize success, it can't be rewarded  
If you can demonstrate results, you can gain support  
If you can't pinpoint your strengths, they can't be learned from  
If you don't measure results, you can't really tell if you've succeeded

*Evaluations are really about getting better at what we do.  
They help us to stay in touch with our audiences, students and communities.*



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## What do you really need to know?

**Are you interested in:**

your impact?  
your process?  
the needs of the audience / community?  
all of the above?

*Identifying what you want to know is the start of your evaluation.*



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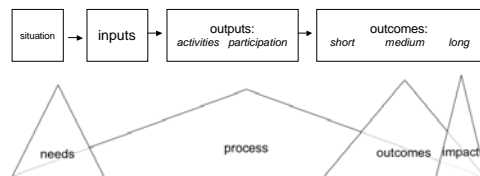
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## The logic model and common evaluation types:



*The bottom of the triangle shows where in your logic model you gather data.  
The tip of the triangle is where the evaluation is targeted.*



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## Common types of evaluation:

### *Needs / asset assessment:*

- What are the characteristics, needs, priorities of target population?
- What are potential barriers/facilitators?
- What is most appropriate to do?

*Needs assessments gather information about the needs in your community / audience that inform your administrative investment.*



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## Common types of evaluation:

### *Process evaluation:*

- How is program implemented?
- What are participant reactions?
- Are activities delivered as intended?
- Consistency / fidelity of implementation?
- Are participants being reached as intended?

*Process evaluations provide information about your administrative conditions, the activities and participants; what the staff and participants thought, and what everyone got out of the experience.*

*Most information is about immediate program QUALITY!*



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## Common types of evaluation:

### *Outcome evaluation:*

- Were goals met?
- What seems to work? Not work?
- What are unintended outcomes?
- Who is benefiting/not benefiting? How?
- To what extent are desired changes occurring?

*Outcome Evaluations provide information about what the participants took away from the experience, if and how it changed them, and if there are common themes between participants.*



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## Common types of evaluation:

### *Impact evaluation:*

- What are the net effects?
- What are final consequences?
- Is program worth resources it costs?
- To what extent can changes be attributed to the program?

*Impact evaluations gather information about how your program is impacting your audience over time; if how and why it influences, changes or adds to the community.*




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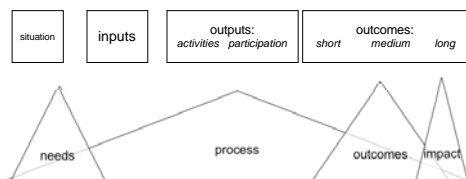
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## The logic model and common evaluation types: *a simple picture*




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## A quick note:

### *Know the difference between evaluation vs. research!*

#### **Evaluation:**

is the collection of data to improve effectiveness and to inform judgments and decisions to improve programs and be accountable for the results and resources invested. Evaluations compare the collected data to an end result, purpose or goal.

#### **Research:**

is the collection of data to answer a theoretical question. It is exploratory and driven by a researcher's interest, curiosity or intellectual query. Data is collected and analyzed to form a statement that answers the researcher's question.

*Evaluations are what is needed in our programs!*




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**An evaluation is just a tool to help you be successful!**



**Evaluation metaphor:**

*Why use a sledgehammer when a screwdriver works just fine?*

*Evaluations are as complex or as simple as you need them to be!*

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**What do I need to do to evaluate my program?**

Step 1 "the what"

*Identify what you want to evaluate:*

- activities & process
- our administrative investment
- short term results (learning)
- medium term results (actions & behaviors)
- long term results (community /group impact)
- the needs of the audience / community

*Once you know this - you know WHAT questions to ask and also WHO to ask!*

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**What do I need to do to evaluate my program?**

Step 2: *pick your evaluation tool:*

- interviews
- observation
- focus groups
- case studies
- documentation review
- questionnaires, surveys & checklists

*Once you pick your tool, you know HOW and WHERE to ask the questions!*

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### Interviews:

**Pros:**  
can be flexible with client  
develops relationship with client  
get a full range and depth of information

**Cons:**  
can be costly  
can take time consuming  
can be hard to analyze and compare  
interviewer can bias client's responses  
may need informed consent

*When you want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires.*



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### Observation:

**Pros:**  
view operations of a program as they are actually occurring  
can adapt to events as they occur

**Cons:**  
can be difficult to interpret seen behaviors  
can be complex to categorize observations  
can influence behaviors of program participants  
can be expensive if you hire a neutral observer

*gathers accurate information about how a program actually operates, particularly about processes*



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### Focus groups:

**Pros:**  
quickly and reliably get common impressions  
is efficient in getting a wide range and depth of info in short time  
can convey key information about programs

**Cons:**  
can be hard to analyze responses  
need good facilitator for safety and closure  
difficult to schedule 6-8 people together

*explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.; useful in evaluation and marketing*



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### Case studies:

#### Pros:

fully depicts client's experience in all program areas:  
input, outputs and impact  
powerful means to portray program to outsiders

#### Cons:

can be time consuming to collect, organize and describe  
represents depth of information, rather than breadth  
may need informed consent from participants

*fully understand or depict client's experiences in a program, and conduct comprehensive examination through cross comparison of cases*



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### Documentation review:

#### Pros:

get comprehensive and historical information  
doesn't interrupt program or client's routine in program  
information already exists  
few biases about information

#### Cons:

often takes a lot of time  
info is only as accurate as agency records & systems  
need to be quite clear about what looking for  
not flexible means to get data  
data restricted to what already exists

*is a review of applications, finances, memos, minutes, etc. for when you want an impression of how a program operates without interrupting the program.*



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### Questionnaires, Surveys & Checklists:

#### Pros:

anonymous,  
inexpensive to administer,  
easy to compare and analyze,  
administer to many people, lots of data,  
many sample questionnaires already exist

#### Cons:

might not get careful feedback, wording can bias client's responses,  
are impersonal, doesn't get full story, in surveys you may need to  
hire a sampling expert/professional evaluator

*Quickly and easily get lots of information from people in a non threatening way.*



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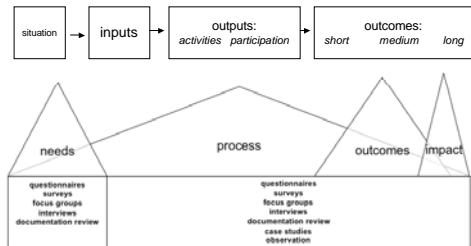
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## The logic model and common evaluation types: a "simple" picture



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## Evaluations:

*The "20-80" rule:*

20% of effort generates  
80% of the needed results

*It's better to make an average effort at evaluation than to do no evaluation at all.*

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## Evaluations:

*a "quick and dirty":*

- 1) audience / participant questionnaire
- 2) staff / faculty assessment
- 3) video documentation
- 4) internal review

*Remember the KISS Principle: "Keep It Simple Silly!"*

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## Evaluations, Logic models, and the KAC - Arts In Education Grants:

**Narrative 1:** *Situation & Inputs*

**Narrative 2:** *Outputs, Impacts & Evaluation*

**Schedule of Program Activities:** *Outputs*

**Budget Forms:** *Inputs*

**Support Materials:** *Outputs & Evaluation Tools*

Send drafts to staff for review prior to submission if you do not feel confident about your narratives!  
email to: [margaret@arts.ks.gov](mailto:margaret@arts.ks.gov)



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## Arts In Education Grants & My Program Goals

### Arts-in-Education Grants for Arts Organizations Goals:

**Short Term Goals:**

- Defined by your program

**Medium Term Outcome / Results:**

- Children are involved in the arts to explore their creativity, self-expression and acquire artistic skills and knowledge

**Long Term Outcome / Results:**

- The arts are integrated with and enhance other curricular areas
- The arts are used to connect students to their broader community

Contact the grant staff if you have questions!!!!  
Program Manager, Arts In Education: Margaret Weisbrod Morris  
(785) 368 - 6545 [margaret@arts.ks.gov](mailto:margaret@arts.ks.gov)



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## Arts In Education Grants & My Program Goals

### Arts-Based Early Education Grants Goals:

**Short Term Goals:**

- Defined by your program

**Medium Term Outcome / Results**

- Children use the arts for exploration and creative expression.

**Long Term Outcome / Results**

- Children's cognitive, emotional, physical and/or social development are enhanced through involvement in the arts.
- The arts are integrated with and enhance other learning experiences.
- Parents are informed of the value of the arts and are provided with the skills and knowledge to continue with their children's education in the arts.

Contact the grant staff if you have questions!!!!  
Program Manager, Arts In Education: Margaret Weisbrod Morris  
(785) 368 - 6545 [margaret@arts.ks.gov](mailto:margaret@arts.ks.gov)



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## Arts In Education Grants & My Program Goals

### Arts Education Grants for Youth At-Risk Goals:

#### Short Term Goals:

- Defined by your program

#### Medium Term Outcome / Results

- Students discover and explore personal talents and abilities through arts experiences.

#### Long Term Outcomes / results:

- Students experience the arts as a source of creative expression and fulfillment.
- The arts are integrated with and enhance other aspects of the student's life, learning and achievement.

Contact the grant staff if you have questions!!!!  
Program Manager, Arts In Education: Margaret Weisbrod Morris  
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## Visit these GREAT websites for in-depth information on logic models and evaluations:

<http://www.uwex.edu/ces/pdande>  
<http://www.managementhelp.org>

Keep up the great work!!!!



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## Need more help?

### Contact:

Margaret Weisbrod Morris  
Program Manager, Arts-In-Education  
(785) 368 - 6545  
[margaret@arts.ks.gov](mailto:margaret@arts.ks.gov)



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**Visit our website for information on:**

KAC programs  
Professional development opportunities  
Calendar of arts & cultural events  
Arts employment opportunities in Kansas  
Arts advocacy  
Other funding resources

**<http://arts.ks.gov>**

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## **My Logic Model and the AIE Grant Program Goals:**

*Where can I fit the AIE goals into my logic model?*

- **Short term goals** = *learning*: “Students will about the Fauve’s use of color in painting, the color wheel and color theory”
- **Medium term goals** = *behaviors / actions*: “Students will develop a color palette for their painting
- **Long term goals** = *community / group impact*: “Students will learn about the collection of expressionist art at the museum, and understand the basic physics of color and light.

## **Arts-in-Education Grants for Arts Organizations Goals:**

**Short Term Goals:** Defined by your program

**Medium Term Outcome / Results:**

- \* Children are involved in the arts to explore their creativity, self-expression and acquire artistic skills and knowledge

**Long Term Outcome / Results:**

- \* The arts are integrated with and enhance other curricular areas
- \* The arts are used to connect students to their broader community

## **Arts-Based Early Education Grants Goals:**

**Short Term Goals:** Defined by your program

**Medium Term Outcome / Results**

- \* Children use the arts for exploration and creative expression

**Long Term Outcome / Results**

- \* Children’s cognitive, emotional, physical and/or social development are enhanced though involvement in the arts
- \* The arts are integrated with and enhance other learning experiences
- \* Parents are informed of the value of the arts and are provided with the skills and knowledge to continue with their children’s education in the arts

## **Arts Education Grants for Youth At-Risk Goals:**

**Short Term Goals:** Defined by your program

**Medium Term Outcome / Results**

- \* Students discover and explore personal talents and abilities through arts experiences.

**Long Term Outcomes / results:**

- \* Students experience the arts as a source of creative expression and fulfillment.
- \* The arts are integrated with and enhance other aspects of the student’s life, learning and achievement.

# My Logic Model: Situation

## SITUATION:

*Briefly state why your program is needed in your community:*

This statement is the context for the itmes below

**INPUTS:** *Everything you bring, do and provide to make it*



**OUTPUTS:** *Everyone and Everything that happens or is produced during your program!*



**OUTCOMES:** *Everything that happens to the participants and the*

# My Logic Model: Inputs

**SITUATION:** *Why your program is needed in your community:*

**INPUTS:** *Everything you think, bring, do and provide to make it happen!*

*Agency Mission:*

*Budget Amount:*

*In-Kind:*

*Grants & Outside Funding:*

*Staff:*

*Volunteers:*

*Supplies & equipment:*

*Facilities:*

*Partnerships:*

*Other:*

**OUTPUTS:** *Everyone and Everything that happens or is produced during your program!*

**OUTCOMES**  
*Everything that happens to the participants and the community because of your program.*

# My Logic Model: Outputs

**SITUATION STATEMENT:**  
*Why your program is needed in your community:*

**INPUTS:** *Everything you think, bring, do and provide to make it happen!*



**OUTPUTS:** *Describe everyone and everything that happens or is produced during your program!*

*Program Activities: classes, workshops, rehearsals, productions, events, festivals, concerts, exhibits, etc:*

*Your target audience:*

*Your target customers:*

*Your target participants:*

*Your target students:*

*Material Outputs: Curriculum guide, lesson plans, artwork, brochures & catalogues*

**OUTCOMES**  
*Everything that happens to the participants and the community because of your program.*



# My Logic Model: Outcomes

## SITUATION STATEMENT:

*Why your program is needed in your community:*

### INPUTS:

*Everything you think, bring, do and provide to make it happen!*



### OUTPUTS:

*Describe everyone and everything that happens or is produced during your program!*



**OUTCOMES:** *Everything that happens to the participants and the community because of your program:*

**Short Term** = learning:

**Medium Term** = behaviors / actions:

*How do your medium term goals relate to KAC-AIE goals?*

**Long Term** = community / group change:

*How do your long term goals relate to KAC-AIE goals?*



## **Fiscal Year 2010 Arts-in-Education Grant Programs**

*Grant Categories, Who May Apply and Grant Program Goals*

### **Arts-in-Education Grants for Arts Organizations:**

Support for programs in which children in kindergarten through grade 12 experience the arts as an integral part of their development and education

#### ***Eligible Organizations:***

- \* Arts and cultural nonprofit organizations or arts and cultural government agencies

#### ***Goals:***

- \* Children are involved in the arts to explore their creativity, self-expression and acquire artistic skills and knowledge
- \* The arts are integrated with and enhance other curricular areas
- \* The arts are used to connect students to their broader community

### **Arts-Based Early Education Grants**

Support for programs that provide learning about and through the arts for children birth through five years old.

#### ***Eligible Organizations:***

- \* Arts and cultural nonprofit organizations
- \* Nonprofit early education programs
- \* Social service agencies
- \* Municipal and governmental agencies

#### ***Goals:***

- \* Children use the arts for exploration and creative expression
- \* Children's cognitive, emotional, physical and/or social development are enhanced through involvement in the arts
- \* The arts are integrated with and enhance other learning experiences
- \* Parents are informed of the value of the arts and are provided with the skills and knowledge to continue with their children's education in the arts

### **Arts Education Grants for Youth At-Risk**

Support for programs that provide additional education opportunities and services for at-risk students, birth through age 18. Please read definition of at-risk for the purpose of this grant in the grant guidelines.

#### ***Eligible Organizations:***

- \* Arts and cultural nonprofit organizations
- \* Social service agencies
- \* Municipal and governmental agencies

#### ***Goals:***

- \* Students discover and explore personal talents and abilities through arts experiences.
- \* Students experience the arts as a source of creative expression and fulfillment.
- \* The arts are integrated with and enhance other aspects of the student's life, learning and achievement.